Belvidere Cluster Wide
Social Studies Curriculum
7th Grade
Updated June 2023

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

– English Language Arts
– Mathematics
– Science/Next Generation
– Technology
– Visual and Performing Arts

Technology Standards and Integration
iPads/Chromebooks
Online resources
Interactive SmartBoard activities

CAREER EDUCATION
(NJDOE CTE Clusters)

– Education & Training
– Finance
– Information Technology
– Science, Technology, Engineering & Mathematics (STEM)

Career Readiness, Life Literacies and Key Skills
9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
9.4.8.CI.2: Repurpose an existing resource in an innovative way.
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem
9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
9.4.8.TL.4: Synthesize and publish information about a local or global issue or event

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change.

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media

9.4.8.IML.10: Examine the consequences of the uses of media.

9.4.8.IML.11: Predict the personal and community impact of online and social media activities.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently

21st Century Skills/ Themes

– Global Awareness
– Financial, Economic, Business and Entrepreneurial Literacy
– Civic Literacy
– Health Literacy
– Environmental Literacy
– Creativity and Innovation
– Critical Thinking
– Problem Solving
– Communication
– Collaboration
– Information Literacy
– Media Literacy
– ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

1.1.1.A.1 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

1.1.1.A.2 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

1.1.1.A.1 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

1.1.1.A.2 Compare and contrast product facts versus advertising claims.

9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Reading and Writing Companion Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered). RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content.
   A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   D. Establish and maintain a formal/academic style, approach, and form.
   E. Provide a concluding statement or section that follows from and supports the argument presented.
WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
   B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   E. Establish and maintain a formal/academic style, approach, and form.
   F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Integrated Accommodations and Modifications

Special Education
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format
– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
– Secure attention before giving instruction/directions
– Shortened assignments
– Student working with an assigned partner
– Teacher initiated weekly assignment sheet
– Use open book, study guides, test prototypes
– Cubing activities
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

ELL
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
– allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to correct errors (looking for understanding)
– Allowing the use of note cards or open-book during testing
– Decreasing the amount of work presented or required
– Having peers take notes or providing a copy of the teacher's notes

– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Explain/clarify key vocabulary terms

At Risk
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to select from given choices .
– Allowing the use of note cards or open-book during testing
– Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
– decreasing the amount of work presented or required .
– Having peers take notes or providing a copy of the teacher's notes
– Marking students' correct and acceptable work, not the mistakes
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Using authentic assessments with real-life problem-solving
– Using true/false, matching, or fill in the blank tests in lieu of essay tests
– using videos, illustrations, pictures, and drawings to explain or clarify
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Gifted and Talented
– Alternative formative and summative assessments
– Choice boards
– Games and tournaments
– Group investigations
– Independent research and projects Interest groups for real world application
– Learning contracts
– Leveled rubrics
– Multiple intelligence options
– Personal agendas
– Project-based learning
– Problem-based learning
– Stations/centers
– Think-Tac-Toes
– Tiered activities/assignments
– Tiered products

504

– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format
– Modified test length
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– Shortened assignments
– Student working with an assigned partner
– Seacher initiated weekly assignment sheet
– Use open book, study guides, test prototype
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Seventh Grade Unit #1, Social Studies, Classical Civilizations-Rome

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **September - October**
Status: **Published**

Core Ideas/Enduring Understanding

Rome, considered a classical civilization, developed and expanded into an empire of unprecedented size and diversity. By creating a centralized government and promoting commerce, a common culture, and social values, it became a major force in the Mediterranean. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Though it declined as a result of internal weaknesses and external invasions, Rome left a lasting legacy.

Core Ideas:
- Historical contexts and events shaped and continue to shape people's perspectives
- An individual's perspective is impacted by their background and experiences.
- Historians analyze claims within sources for perspective and validity
- Relationships between humans and environments impact spatial patterns of settlement and movement.
- People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- Governments have protected and abused human rights (to varying degree)s at different times throughout history.
- Perspectives change over time.
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

Essential Questions

1. How did the geographic features of Rome contribute to its growth and development?
2. How did the Roman form of government influence society (economic, cultural, religious, political)?
3. How has Rome impacted present society?
4. What mountain ranges are located in Italy and describe the location.
5. Why was the Roman Senate so powerful?
6. In the Roman army, what was a legion? a century?
7. What problems plagued Rome in the 70s BC?
8. What kind of religion did the Romans practice?
9. On what religion were the teachings of Christianity based?
10. What problems did Rome face in the 100s and 200s?
11. Why do you think power moved east when Constantine moved the empire's capital

NJ Student Learning Standards

6.2.8.HistoryUP.3.c:	**Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.**
6.2.8.HistoryUP.3.a:	**Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.**
6.2.8.HistoryCA.3. b:	**Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.**
6.2.8.GeoPP.3.b:	**Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.**
6.2.8.EconEM.3.a:	**Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.**
6.2.8.HistoryCC.3. a:	**Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.**
6.2.8.CivicsDP.3.a:	**Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).**
6.2.8.EconGE.3.a:	**Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor**
6.2.8.CivicsDP.3.b:	**Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.**
6.2.8.CivicsHR.3.a:	**Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.**
6.2.8.HistoryCA.3. a:	**Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.**
6.2.8.HistoryUP.3. b:	**Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).**
6.2.8.GeoPP.3.b:	**Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.**
6.3.8.CivicsPR.6:	**Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy**

Instructional Activities

1. Interactive Map Activities: Explore the growth of the Roman Empire from the Republic to its fall
2. Modern Geography: Explore the modern day countries that were once part of the Roman Empire
3. Travel Brochure: Create an Ancient Rome travel brochure of the various regions controlled by Rome
4. Emperors' Biography: Select an emperor to research and present
5. Instructional Movies: Spartacus, Julius Caesar, etc
6. Webquest
7. Scavenger Hunt
8. Breakout Rooms
9. Infographics
10- Jamboard
11. Flipgrid
12. Prezi
13. Jigsaw Groups
14. Instructional Videos
   - ▶ Elementary Video Adventures Life in Ancient Rome
   - ▶ Rome Geography for Ancient World History -Activities and Lessons for Students By Instructomania

▶ How the Roman Government Worked
▶ Rome: The Punic Wars - The First Punic War - Extra History - #1
▶ Ancient Rome: From Republic to Empire
▶ Roman Empire and Christianity | World History | Khan Academy

15. Song Project-in pairs find an appropriate song, replace the regular lyrics with lyrics (notes of the lesson) and present it to the class. (for example, see Mr. Nicky,
https://www.youtube.com/watch?v=m5V-IK1cEtE&t=87s

Interdisciplinary Connections

Language Arts / Math: Roman Numerals; Compare and contrast common numbers and Roman numerals
Art: Roman-style art sculpture and architecture
Science: Explore volcanic eruptions; Pompeii, concrete

Assessment:

Formative Assessment:
1-A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
2-Debriefing: A form of reflection immediately following an activity.
3-Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."
4-Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written.
5-Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
6-Portfolio Check: Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
7-Essential Questions **per lesson-**understanding questions at the end of each lesson
*8-Daily Questions/Ice Breakers/Do Nows-*brief 5 minute opening questions/review, focus questions
9-Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.
10-Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic,lesson or concept that was taught.
11-Choral Response: In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
12-Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
13-Student Conference: One on one conversation with students to check their level of understanding.
14-3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek

clarification.

15-*Observation:* Walk around the classroom and observe students as they work to check for learning.

16-*Self-Assessment:* A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

17-*Index Card/Summaries/Questions:* Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

18-*Hand Signals:* Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand_____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).

19-*One Minute Essay:* A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

20-*Analogy Prompt:* Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

21-*Web or Concept Map:* Any of several forms of graphic organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. http://www.graphic.org/concept.html

22-Edpuzzle-*Edpuzzle*

23-Nearpod-Nearpod: You'll wonder how you taught without it

24-Kahoot-https://kahoot.com/

25- IXL https://www.ixl.com/social-studies evaluates primary sources and draws connections between historical events and the world today.

Benchmark:
ELA Research based benchmark

Summative:
Chapter Review worksheet
Map Skill Activities
Section Quizzes
End-of-marking period Assessment/ Performance Task
Unit Test
Culminating Learning Project
End-of-year Assessment

Alternative:
Portfolio
Living History Museum
Conferences
Concept Map
Demonstration Station

Texts and Resources

- World: Adventures in Time and Place, McGraw Hill
- World History: Ancient Civilizations, Holt
- http://www.britishmuseum.org/learning/schools_and_teachers/resources/cultures/ancient_rome.asp
- http://rome.mrdonn.org/index.html
- http://www.history.com/topics/ancient-history/ancient-rome
- https://app.discoveryeducation.com/learn/search?q=ancient%20rome
- Teach with Magic: Teach with Magic (mrroughton.com)

Unit #2, Social Studies, China

Course(s):   **Social Studies**
Time Period: **November - December**
Status: **Published**

Core Ideas/Enduring Understanding

Due to the Greek and Roman empires opening up the world to the influences of Indian and Chinese empires, people were influenced by new ideas in religion and philosophies. The expansion of trade routes allowed the world to experience natural resources and products developed in the near and far East.

Core Ideas:
● Governments have different structures which impact development (expansion) and civic participation
● Historians analyze claims within sources for perspective and validity.
● Relationships between humans and environments impact spatial patterns of settlement and movement.
● People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.
● Economic interdependence is impacted by increased specialization and trade.
● Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
● Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.

Essential Questions

1. What happened to China following the collapse of the Han Dynasty?
2. How long did the Tang Dynasty last?
3. Who was Empress Wu?
4. When did Buddhism develop into a major religion in China?
5. What crops were grown in China?
6. What new developments aided food production?
7. How were agricultural surpluses related to the growth of cities?
8. How did the Grand Canal play a role in trade?
9. What was the focus of the teachings of Confucius?
10. Why did Confucianism decline in popularity during the Period of Disunion?
11. What is Neo-Confucianism?
12. What benefits did scholar officials have?
13. From where did the Mongols originate?
14. Why was the period of the Yuan Dynasty a significant time in Chinese history?
15. What effect did Marco Polo's description of life in China have on European traders?
16. How long did the Ming Dynasty last?
17. How did the Forbidden City get its name?
18. How were the Ming emperors more powerful than Tang and Song rulers?
19. Describe Chinese isolationism?

NJ Student Learning Standards

6.2.8.CivicsPI.3.a:	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.HistoryUP.3.c:	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.HistoryCA.3.b:	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.GeoPP.3.a:	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.EconEM.3.a:	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.EconGE.3.a:	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.GeoSV.4.a:	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
6.2.8.HistoryCC.4.g:	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
6.3.8.CivicsHR.1:	Construct an argument as to the source of human rights and how they are best protected.

Instructional Activities

1. Interactive map activities: Explore the creation of trade routes from the near East, India and China
2. The Silk Road: Explore the various routes and their impact on economy, politics, and society.
3. Webquest
4. Scavenger Hunt
5. Breakout Rooms
6. Infographics
7. Jamboard
8. Flipgrid
9. Prezi
10. Jigsaw Groups
11. Travel Brochure
13. Instructional Videos
12. Song Project-in pairs find an appropriate song, replace the regular lyrics with lyrics (notes of the lesson) and present it to the class. (for example, see Mr. Nicky, https://www.youtube.com/watch?v=m5V-IK1cEtE&t=87s

Interdisciplinary Connections

Language Arts: Research and present on the various products traded between Europe and India and China
Art / Technology: Explore and create various styles of religious art; Hinduism, Buddhism, classical mythology

Assessment:

Formative Assessment:

1-A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

2-Debriefing: A form of reflection immediately following an activity.

3-Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

4-Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written.

5-Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

6-Portfolio Check: Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

7-Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

8-*Journal Entry:* Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic,lesson or concept that was taught.

9-Choral Response: In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

10-Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

11-Student Conference: One on one conversation with students to check their level of understanding.

12-3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

13-Observation: Walk around the classroom and observe students as they work to check for learning.

14-Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

15-Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

16-Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand_____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).

17-One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

18-Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

19-Web or Concept Map: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.
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Benchmark:
ELA Research based benchmark

Summative:
Chapter Review worksheet
Map Skill Activities
Section Quizzes
End-of-marking period Assessment/ Performance Task
Unit Test
Culminating Learning Project
End-of-year Assessment

Alternative:
Portfolio
Living History Museum
Conferences
Concept Map
Demonstration Station

Texts and Resources:

- World: Adventures in Time and Place, McGraw Hill
- World History: Ancient Civilizations, Holt

Unit #3, Social Studies, The Middle Ages (Early & Later)

Course(s):   **Social Studies**
Time Period: **January - February**
Status: **Published**

Core Ideas/Enduring Understanding

The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Core Ideas:
● The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.
● The production and consumption of goods and services influence economic growth, well-being and quality of life.
● Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
● Historical events may have single, multiple, direct and indirect causes and effects.
● Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Essential Questions

1.   How did the fall of the Roman Empire affect the growth of Medieval society?
2.   What role did religion play in the political, economic, and societal evolution from the early to late medieval period?
3.   What is the boundary between Europe and Asia
4.   In what parts of Europe was Christianity common at the beginning of the Middle Ages
5.   Under the feudal system, what type of exchange took place between lords and vassals?
6.   How were the feudal systems of Europe and Japan similar?
7.   Why did some popes eventually live like royalty?
8.   Why did the Byzantine emperor ask Pope Urban II for help?
9.   Where does the word crusade come from?
10.   What is a religious order?

NJ Student Learning Standards

6.2.8.GeoHP.4.a:	**Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.**
6.2.8.EconNE.4.a:	**Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.**
6.2.8.GeoHE.4.a:	**Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.**
6.2.8.HistoryCC.4.a:	
6.2.8.CivicsDP.4.a:	**Determine which events led to the rise and eventual decline of European feudalism.**
	Cite evidence of the influence of medieval English legal and constitutional practices
6.2.8.HistoryCC.4.c:	**on modern democratic thought and institutions (i.e., the Magna Carta, parliament,**
6.2.8.GeoHE.4.c:	**the development of habeas corpus, and an independent judiciary).**
	Assess the demographic, economic, and religious impact of the plague on Europe.
6.2.8.HistoryCC.4.d:	**Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other**
6.2.8.HistoryCC.4.f:	**societies.**
	Analyze the causes and outcomes of the Crusades from different perspectives,
6.2.8.HistoryCC.4.e:	**including the perspectives of European political and religious leaders, the crusaders,**
6.2.8.HistoryCC.4.b:	**Jews, Muslims, and traders.**
	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various
6.2.8.GeoHP.4.c:	**groups of people.**
	Determine the extent to which the Byzantine Empire influenced the Islamic world
6.2.8.GeoGI.4.a:	**and western Europe.**
	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas)
	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

Instructional Activities

1. European Country Project
2. Interactive map activities: Trace the decline of the Roman Empire and the rise of small kingdoms throughout Europe
3. Medieval Life: Research and report on the various aspects of life during the Middle Ages
4. Castle Project: Research and construct a typical Medieval castle
5. The Black Death: Analyze the impact on the economy, political life, society, and the rise of the middle class from the plague
6. The Crusades: Analyze the several Crusades focusing on the rise and spread of Islam, the movements to the Holy land and the Reconquista of Spain
7. Timeline: of Early and Later Middle Ages
8. Poster/Digital Project: Feudal Society Social Hierarchy and Manor Life
9. Song Project-in pairs find an appropriate song, replace the regular lyrics with lyrics (notes of the lesson) and present it to the class. (for example, see Mr. Nicky, https://www.youtube.com/watch?v=m5V-IK1cEtE&t=87s

10.   Instructional Videos
- ▶ Overview of the Middle Ages | World History | Khan Academy
- ▶ The Middle Ages Explained in 10 minutes
- ▶ Feudal system during the Middle Ages | World History | Khan Academy
- ▶ Life in a Medieval Village

Interdisciplinary Connections

Art / Music: Explore and create Medieval art, literature, and music
Language Arts: Research and present various aspects of life during the middle ages

Assessment:

Formative Assessment:
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2-Debriefing: A form of reflection immediately following an activity.
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10-Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
11-Student Conference: One on one conversation with students to check their level of understanding.
12-3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.
13-Observation: Walk around the classroom and observe students as they work to check for learning.
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15-Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

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Alternative:
Portfolio
Living History Museum
Conferences
Concept Map
Country Research Project
Demonstration Station

Texts and Resources:

_____

- World: Adventures in Time and Place, McGraw Hill World History: Ancient Civilizations, Holt
- http://www.britishmuseum.org/about_us/tours_and_loans/international_exhibitions/medieval_europe.aspx
- http://medievaleurope.mrdonn.org/index.html http://www.educationworld.com/a_lesson/lesson156.shtml
- http://www.history.com/search?q=medieval%20europe
- http://www.metmuseum.org/toah/hd/crus/hd_crus.htm

Unit #4, Social Studies, Renaissance and Reformation

Course(s):   **Social Studies**
Time Period: **March - April**
Status: **Published**

Core Ideas/Enduring Understanding

The era of the Renaissance created a rebirth of learning in Europe concerning the cultures of antiquity.

Core Ideas:
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political and civil institutions impact all aspects of people's lives.
- The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.

Essential Questions

1. How did the rise of Islam and the Crusades impact Europe during the late Middle Ages?
2. What impact did the ideas of the Renaissance (political, religious, economic, technological) have on the world?
3. Why did the location of Genoa and Venice on the seacoast give them a commercial advantage over most island cities?
4. What new subjects did scholars study in the 1300s?
5. The foundations of modern astronomy developed out of what Renaissance discovery?
6. How do you think young women who lived during the Renaissance felt about the changes occurring in Europe?
7. What were the Ninety-Five Theses?
8. What was a major criticism of the Catholic Church written by Martin Luther?
9. Why was the creation of the Church of England a significant event?
10. Who were the Huguenots?
11. How did the war between French Catholics and Huguenots end?

NJ Student Learning Standards

6.2.8.HistoryCC.4.f:	**Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.**
6.2.8.HistoryCC.4.c:	**Assess the demographic, economic, and religious impact of the plague on Europe.**
6.2.8.HistoryCC.4.d:	**Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.**
6.2.8.CivicsPI.4.a:	**Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.**
6.2.8.HistoryCC.4.e:	**Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe**
6.2.8.GeoHP.4.c:	**Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts**
6.2.8.HistoryCC.4.g:	**Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.**

Instructional Activities

1. The Renaissance: Research and report on the various ideas and inventions spurred on by the Renaissance
2. The Renaissance: Explore the ideas of the rebirth of philosophical ideas from Greece and Rome
3. The Renaissance: Art; Examine, analyze, and create Renaissance style art work
4. The Reformation: Biography of Martin Luther, John Calvin, Henry VIII, or other leaders of the Reformation
5. The Crusades- Research the purpose of each crusade and its influence on people involved.
6. Song Project-in pairs find an appropriate song, replace the regular lyrics with lyrics (notes of the lesson) and present it to the class. (for example, see Mr. Nicky, https://www.youtube.com/watch?v=m5V-IK1cEtE&t=87s
7. Instructional Videos
    - ▶ The Renaissance Period Explained | All You Need To Know
    - ▶ Luther and the Protestant Reformation: Crash Course World History #218

Interdisciplinary Connections

Language Arts: Research and debate the splitting of the catholic church
Art: Renaissance Art
Science: Examine the inventions of Leonardo daVinci

Assessment:

Formative Assessment:
1-A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
2-Debriefing: A form of reflection immediately following an activity.
3-Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."
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5-Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
6-Portfolio Check: Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
7-Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.
8-**Journal Entry:** Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic,lesson or concept that was taught.
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The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
11-Student Conference: One on one conversation with students to check their level of understanding.
12-3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.
13-Observation: Walk around the classroom and observe students as they work to check for learning.
14-Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
15-Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
16-Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand_____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
17-One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
18-Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
19-Web or Concept Map: Any of several forms of graphic organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.
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Summative:
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Alternative:
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Living History Museum
Conferences
Concept Map
Country Research Project

Demonstration Station

Texts and Resources:

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- http://www.britishmuseum.org/search_results.aspx?searchText=renaissance&q=renaissance https://app.discoveryeducation.com/learn/search?q=renaissance
- http://www.history.com/topics/renaissance-art
- http://worldhistory.mrdonn.org/renaissance.html
- http://www.teachersfirst.com/lessons/art-ren/
- http://www.pbs.org/empires/martinluther/class_lesson1.html
- Teach with Magic: Teach with Magic (mrroughton.com)

Unit #5, Social Studies, The Enlightenment

Course(s):   **Social Studies**
Time Period: **May- June**
Status: **Published**

Core Ideas/Enduring Understanding

The era of the Enlightenment was a time period of the use of reason to guide people´s thoughts about philosophy, society, and politics.

Core Ideas:
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Historical events may have single, multiple, and direct and indirect causes and effects.

Essential Questions

1. What was the Enlightenment?
2. What 3 goals did Enlightenment scholars believe human reason could help achieve?
3. How did the Enlightenment both build on and conflict with Christianity?
4. What were Voltaire's views on censorship?
5. Who was Denis Diderot?
6. How were women involved in the Enlightenment?
7. What is divine right?
8. How did Frederick II apply ideas of the Enlightenment in Prussia?
9. Why do you think that many Enlightenment thinkers were still unhappy with monarchies?
10. What natural rights did John Locke feel all people possessed?
11. What do you think Rousseau meant in the quote from *The Social Contract*?
12. How did Montesquieu's ideas about government differ from those of a monarch who claimed divine right?
13. What ideas influenced Thomas Jefferson?
14. How did Thomas Jefferson affect the US gov't all the way to the present day?
15. Who was Oliver Cromwell?
16. What ideas did the English Bill of Rights borrow from the Magna Carta?
17. What did the Declaration of Independence have in common with the Magna Carta?
18. What points made in the opening sentence of the Declaration of Independence mirror John Locke's ideas?
19. What Enlightenment thinker's ideas were reflected in the organization of the US government?
20. What event marked the beginning of the French Revolution?
21. Who was Maximilien Robespierre?
22. How were the results of the American Revolution and French Revolution different and similar?

NJ Student Learning Standards

6.2.8.HistoryCC.4.f:	**Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.**
6.2.8.CivicsPI.4.a:	**Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.**
6.2.8.HistoryCC.4.f:	**Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.**
6.2.8.HistoryCC.4.g:	**Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.**
6.3.8.CivicsHR.1:	**Construct an argument as to the source of human rights and how they are best protected.**

Instructional Activities

- Venn Diagram: Enlightenment thinkers
- Graphic Organizer - basic ideas and roots of the Enlightenment
- Timeline: important dates/events/revolution of the Enlightenment period
- Digital project: Enlightenment thinkers
- Google Slide Presentation- Enlightenment Philosophers presentation
- ▶ The Enlightenment: Crash Course European History #18
- ▶ Theory of Social Contract || Thomas Hobbes | John Locke | J.J Rousseau Complete
- ▶ LITERATURE - Voltaire
- Groups-discuss the ideas of Enlightenment and how those ideas affected the American Revolution
- Compare and contrast the American Revolution and French Revolution

Interdisciplinary Connections

- Language Arts: Research and debate the splitting of the catholic church
- Art: Renaissance Art
- Science: Examine the inventions of Leonardo daVinci

Assessment:

Formative Assessment:
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7-Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

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22-Kahoot-https://kahoot.com/

23 - IXL https://www.ixl.com/social-studies evaluates primary sources and draws connections between historical events and the world today.

Benchmark:
ELA Research based benchmark

Summative:

Chapter Review worksheet
Map Skill Activities
Section Quizzes
End-of-marking period Assessment/ Performance Task
Unit Test
Culminating Learning Project
End-of-year Assessment

Alternative:
Portfolio
Living History Museum
Conferences
Concept Map
Country Research Project
Demonstration Station

Texts and Resources:

- World: Adventures in Time and Place, McGraw Hill World History: Ancient Civilizations, Holt
- http://www.britishmuseum.org/search_results.aspx?searchText=renaissance&q=renaissance https://app.discoveryeducation.com/learn/search?q=renaissance
- http://www.history.com/topics/renaissance-art
- http://worldhistory.mrdonn.org/renaissance.html
- http://www.teachersfirst.com/lessons/art-ren/
- http://www.pbs.org/empires/martinluther/class_lesson1.html
- Teach with Magic: Teach with Magic (mrroughton.com)